Description of 2017 Stanford Undergraduate Fellowship with ATLAS, Sequoia High School, Redwood City, CA

The ATLAS program at Sequoia High School in Redwood City is 100% dedicated to giving all students the support they need to enjoy a positive high school learning experience. ATLAS recruits, trains and supports community volunteers and college students to serve as academic coaches and teaching interns during the academic year and/or summer term. Sequoia serves a diverse and changing socioeconomic population of students and families who are mostly from the cities of San Carlos and Redwood City and are approximately 60% Latino, 30% white and 10% African-American, Asian Pacific Islander and Native American. Nearly 60% of our students qualify for Title I services (economically disadvantaged and reading below grade-level).

During the summer, our interns and EdYD fellows teach and mentor teenagers in the 9th-12th grades. What would you do each day in this role as an EdYD fellow? We will develop a customized plan that fits your interests, skills and passions!

Here is a general overview of the possibilities:

During the first half of the summer, in the morning, you will

- assist a credentialed teacher in “Compass”, our innovative transitional academic program for at-risk, incoming 9th graders (math, English, leadership, or PE class)
- assist a credentialed teacher in our traditional “Summer School” program for current 9th-11th graders who need to make up credits or who wish to advance over the summer (math, science, English, ESL, science)

In the afternoons, you will

- teach the summer course you developed in EDUC 102 over the spring. Past courses have included:
  - Deliberate Design: Design Thinking, Creativity and Graphic Design for Teens
  - Design a Sustainable Redwood City: What is urbanization and sustainability?
  - The Microscopic War: Vaccines, Viruses and You
  - Exploring Self and Society through Spoken Word Poetry
- teach summer-camp-type workshops for our most at-risk incoming 9th graders. These workshops range in topic from beginning video game design to soccer, swimming to dance, cooking to art—anything that you love and would enjoy teaching to teens.
- lead summer book groups. A big part of the summer’s focus is on building reading fluency with our at-risk students by reading high interest low lexile (difficulty level) books in small groups.
- coordinate and lead Friday field trips to a local, fun or educational experience (eg. the Exploratorium, kayaking on the SF bay, etc.).

During the second half of the summer, you will

- finish teaching the summer course you developed in EDUC 102 and give a final presentation to Sequoia’s administration and key community stakeholders
- mentor individual students throughout the summer through our Team Ascent 2 mentoring program, a chance for independent study and public service projects until school starts in August.
- teach Summer Reading Review Workshops for our 500+ incoming freshmen. You will read, prepare and teach 3-4 books during a two-week period. This is a terrific opportunity at the end of the summer for our Stanford interns to get real practice teaching solo in a classroom full of students from mixed backgrounds and literacy levels.

Our director meets with teaching interns and fellows for an initial orientation to the school and will be available on an ongoing daily basis to answer questions, provide helpful advice and materials and to facilitate communication with the student(s) and teachers. Once a week, we will meet off-campus as a team to review the week, discussing classroom observations, curriculum and students, and to debrief on education and classroom management issues that have come up during the week. Each Stanford student will undergo 2-3 formal classroom observations with their supervisor, modeled after the kinds of observations that are done in teacher-training programs like STEP.

If you are a college student who enjoys challenges, has a positive attitude, and is passionate about helping at-risk youth to succeed in school, we’d love for you to apply for a 2017 summer fellowship. We require interns and fellows to be energetic, highly reliable, friendly, professional and sensitive to the needs of our students. No particular coursework experience is required; however, preference is given to applicants who enroll in EDUC 102 in the spring to prepare their summer course. We also give preference to applicants who have taken coursework that addresses current issues in education or coursework in the subject area they will be teaching. Previous experience working with disadvantaged students in a school or extra-curricular setting is a plus, but we will also consider applicants new to classroom teaching.

For more information, please contact:

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